

UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS

School Presenter's Notes

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July 31, 2018





EXECUTIVE SUMMARY

THIS SLIDE PRESENTATION IS OFFERED AS A FREE GUIDE TO SCHOOL CORPORATIONS IN EVALUATING CURRENT ACTIVE SHOOTER PREVENTION AND RESPONSE PROGRAMS, AND IN DEVELOPING THE SAME.

THIS INFORMATION IS NOT INTENDED TO COMPRISE A COMPLETE PROGRAM FOR PREVENTING AND RESPONDING TO AN ACTIVE SHOOTER EVENT, NOR IS IT MEANT TO SERVE AS A SUBSTITUTE FOR EXPERT ADVICE PROVIDED BY LOCAL LAW ENFORCEMENT, AS WELL AS MEDICAL, PSYCHIATRIC AND LEGAL PERSONNEL.

THE UNARMED RESPONSE TO AN ACTIVE SHOOTER PROGRAM IS A CHANGE IN THE TRADITIONAL PARADIGM FOR RESPONDING TO AN ACTIVE SHOOTER EVENT. THIS PROGRAM'S FOCUS IS TO PROVIDE PREVENTION STRATEGIES AND RESPONSE OPTIONS, SO THAT STUDENTS, TEACHERS AND STAFF HAVE AN INCREASED CHANCE OF SURVIVAL IF FACED WITH AN ACTIVE SHOOTER EVENT. EXERCISING THESE OPTIONS MAY INCREASE THE SECURITY OF STUDENTS AND STAFF WHILE AWAITING LAW ENFORCEMENT ARRIVAL.

THIS PROGRAM SERVES THE FOLLOWING OBJECTIVES:

- DEFINE AND EXPLAIN THE ISP ACTIVE SHOOTER CONCEPT
- EXAMINE CURRENT AND HISTORICAL TRENDS AND DATA
- EXAMINE THE DEVELOPMENT OF THE ACTIVE SHOOTER IN THE SCHOOL SETTING
- DISCUSS PREVENTION, PREPAREDNESS, AND RESPONSE OPTIONS
- DESCRIBE THE INDIANA STATE POLICE NONLINEAR RESPONSE MODEL
- REVIEW EVACUATION, REUNIFICATION & RECOVERY INFORMATION

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Table of Contents

Slide # 1	<i>The Indiana State Police Unarmed Response to an Active Shooter Event 2018</i>	1
Slide # 2	<i>Disclaimer</i>	2
Slides # 3 & 4	<i>Program Objectives</i>	3
	Define and Explain the Concept of the Active Shooter.....	3
Slide # 5	<i>The Active Shooter Definition</i>	6
Slide # 6	<i>Location Categories</i>	7
Slide # 7	<i>Overview of School Shootings</i>	8
Slide # 8	<i>Virginia Tech Students</i>	9
Slide # 9	<i>Motivation and Development of the Shooter</i>	10
	One of the Most Overlooked Processes in the Development of a Threat.....	10
Slide # 10	<i>Early Warning Indicators or Behaviors</i>	12
Slide # 11	<i>Prevention</i>	15
Slide # 12	<i>Situational Awareness: Our Responsibility in Keeping Ourselves Safe</i>	16
Slide # 13	<i>Situational Awareness Video: Bad Things Happen When You Are Not Aware Of Your Surroundings Video</i>	17
Slide # 14	<i>Using Information to Guide Our Response</i>	18
Slide #15	<i>Do Not Freeze: Take Action</i>	19
Slide #16	<i>ISP Nonlinear Response Model</i>	20
	The ISP Model: “Prevention, Escape, Lockdown or Fight!”	20
	The ISP Response Options:.....	20
	Escape:20	
	Lockdown:	20
	Fight: 21	
Slide # 17	<i>What Determines the Option: External Stimuli of the Event</i>	22
	Stimuli Examples:.....	22
Slide # 18	<i>The Escape Option</i>	23
Slide # 19	<i>The Lockdown Option</i>	25
Slides # 20 & 21	<i>Fight Option</i>	27
Slide # 22	<i>The Indiana State Police Active Shooter Training Video</i>	30
Slide # 23	<i>Active Shooter Video</i>	31
Slide # 24	<i>ISP Active Shooter Response Options Questions</i>	32
Slide #25	<i>Bus Safety</i>	33

UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS



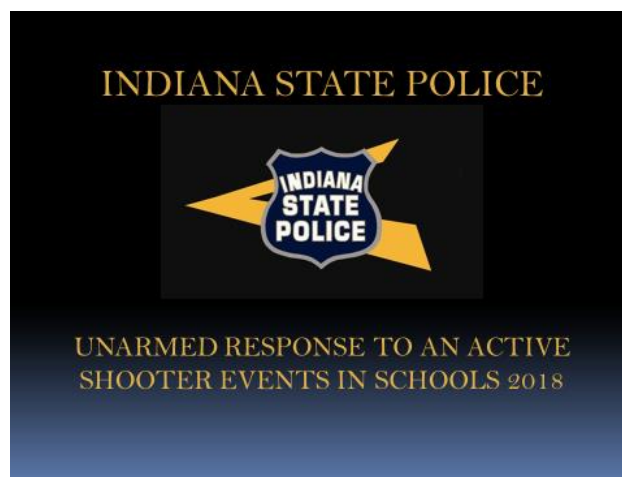
<i>Slide # 26 Driver and Attendant Options</i>	<i>34</i>
<i>Slides # 27 & 28 The Escape Option of the Nonlinear ISP Response Options Model</i>	<i>35</i>
Stimuli: 35	
ESCAPE OPTION	35
<i>Slides # 29 & 30 Lockdown Option on a School Bus</i>	<i>37</i>
<i>Slide # 31 Practice Your Options (Fight Option)!</i>	<i>38</i>
<i>Slide # 32 The ISP Nonlinear Model Applied on a Bus</i>	<i>39</i>
<i>Slide # 33 Bus Video 1</i>	<i>40</i>
<i>Slide # 34 Bus Video #2</i>	<i>41</i>
<i>Slides # 35 – 41 Application of the Principles of the URASE on a Bus</i>	<i>42</i>
<i>Slide # 42 Arrival of Law Enforcement</i>	<i>44</i>
<i>Slide # 43 – 46 Reunification Considerations</i>	<i>45</i>
<i>Slide #47 Appendix I</i>	<i>47</i>
<i>Slides # 48 & 49 Active Shooter Practical Experience (Optional)</i>	<i>48</i>
<i>Slides # 50 – 53 Sample Agenda for a Staff Development Meeting</i>	<i>49</i>
<i>Slide # 54 Indiana State Police Contact Information</i>	<i>50</i>



UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS

School Presenter's Notes

SLIDE # 1 THE INDIANA STATE POLICE UNARMED RESPONSE TO AN ACTIVE SHOOTER EVENT 2018



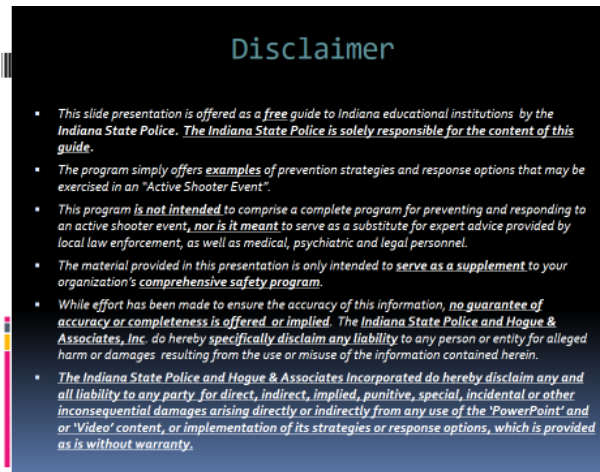
In the initial slide, the Indiana State Police presenter will underscore that this program does not provide all the answers. **Participants must view this free program only as a supplement to their overall “Safety Program”. No guarantee is offered or implied. The presenter will emphasize that this program does not represent a complete and or “Comprehensive Safety Program”.** ISP offers this program to provide “prevention strategies” and “response options” that may assist school community members in preventing and responding to an “Active Shooter Event”.

The Indiana State Police Department believes strongly that prevention is always preferable to response. However, they do understand that individuals must also be prepared to respond to the unthinkable. With that in mind, the Indiana State Police Department is offering suggestions on prevention strategies and response options, which if exercised, may improve the chances of preventing or surviving an “Active Shooter Event”.

It is important to note that this programs deals with prevention and response options for the “unarmed” individual caught in one of these horrific events. It is important to underscore that this program offers options rather than foolproof strategies.



SLIDE # 2 DISCLAIMER



This slide presentation is offered by the Indiana State Police Department as a **free resource** to school corporations. This information may assist schools in developing “active shooter” or “active attacker” programs. It may also serve as a **resource for reviewing current “active shooter” prevention and response programs.**

This information is not intended to comprise a complete program for preventing and responding to an active shooter event, nor is it meant to serve as a substitute for expert advice provided by local law enforcement, as well as medical, psychiatric and legal personnel.

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Unfortunately, ISP presenters must make it abundantly clear that this **free program offers no guarantee of preventing an “Active Shooter Event,” nor does the program represent a “Comprehensive School Safety Program”.**

Specifically, the program does not take the place of developing a “Comprehensive Safety Program” that addresses the risks identified by a “Comprehensive Risk, Vulnerability and or Threat Assessment”.



SLIDES # 3 & 4 PROGRAM OBJECTIVES

Program Objectives	Program Objectives
<ul style="list-style-type: none">▪ Define Active Shooter/Active Attacker▪ Examine trends, data & with an overview of previous active shooters<ul style="list-style-type: none">▫ We will use the data to bring the threat of an 'Active Shooter' into focus!▪ Examine the development of the Active Shooter in the school setting▪ Examine the development and role of the Intervention Team▪ Examine the role of Situational Awareness	<ul style="list-style-type: none">▪ Examine the ISP Prevention, Escape, Lockdown, Fight Model<ul style="list-style-type: none">▫ Examine the Model in the classroom and on the bus▪ Arrival of law enforcement and reunification▪ Prevention-Preparedness-Response administrative practices▪ Appendix:<ul style="list-style-type: none">▫ Scheduling free ISP programs▫ Practical component of URASE▪ Administrative sample agenda

This slide provides a brief “overview” of the “objectives” of the “ISP Unarmed Response to an Active Shooter Event” program.

Define and Explain the Concept of the Active Shooter

The Indiana State Police definition, of an “Active Shooter”, encompasses an attack from a broad spectrum of weapons. As “active shooter attacks” and methodologies evolve, so must our expectations evolve with respect to the kinds weapons that may be utilized by those perpetrating these horrific events. **Most attacks have been carried out with firearms. Unfortunately, many weapons are available to those carrying out attacks on our school campuses. We anticipate that the array of weapons utilized by attackers will increase.**

The presentation will discuss recent data on “active shooter events”. The data will demonstrate the basic characteristics of “active shooters” and provide background information on their development.

The Indiana State Police Department feels strongly that prevention is preferable to response. With the emphasis on prevention, the ISP Model sets out behaviors that may assist in the early identification of potential “active shooters”.

The ISP model offers “early identification” strategies with the hope that developing “active shooters” may receive the assistance necessary to prevent an “Active Shooter Event”. **The Indiana State Police believe that the development of an “Intervention Team” is critical to establishing a comprehensive “Active Shooter Prevention Program”. Again, the Department believes that prevention is always preferable to response.**



With that in mind, a few basic strategies for early intervention will be discussed. The process of utilizing the “Early Warning Indicators” to identify those in need of assistance will be discussed. The importance of establishing an **“Intervention Team” or “Teams” to utilize these** Early Warning Indicators will be examined and the role of the **“Intervention Team”** will be defined.

In the event, students and educators find themselves in an “active shooter” situation, “Response Options” will be discussed.

In order to respond appropriately to an “active shooter” situation individuals must be aware of their surroundings. The Department refers to this condition as being **“Situationally Aware”**. You must be aware of what is going on around in order to formulate the most appropriate “Response Option” or action to be taken. The conditions or “stimuli” of the event determine the most appropriate action to be taken in the response phases of the “Nonlinear ISP Model” (Escape, Lockdown or Fight).

Each school is expected to develop, practice and implement “Response Options” that are unique to their specific situation. Each “Active Shooter Event” presents a unique set of challenges. These challenges may be viewed as the “stimuli” of the event. The location of the shooter, type of weapon, the availability of a safe path to a secure area, *etc.* are examples of the “external stimuli” that determine the most appropriate “Response Option”.

The presenter will underscore that a unique characteristic of the ISP model is that it is nonlinear. The “Response Options” may be exercised in any order and or be repeated as the conditions or “stimuli” of the “Active Shooter Event” determine.

Arriving law enforcement officers are faced with a unique set of challenges complicated by an extremely limited amount of time to make life and death decisions. The ISP program provides very specific actions that individuals must take to assist arriving law enforcement in determining they (victims) are not a threat. In addition, arriving law enforcement’s goal is to takedown the threat. In an effort to assist arriving law, the program will discuss the type of information that victims may provide to arriving law enforcement that will assist them in recognizing the threat.

In an effort to demonstrate some of the principles discussed in the ISP “Unarmed Response to an Active Shooter Event” (URASE) program, a brief “practical exercise” may be conducted before or after the PowerPoint presentation. The “practical exercise” simply demonstrates the principles discussed in the URASE presentation. This component of the program is typically provided by the Indiana State Police. However, it may be presented in a joint effort with local law enforcement. Typically, it is simply an exercise in which a law enforcement officer plays the part of the perpetrator. In this mock exercise, the officer playing the role of an attacker, arrives at the school and begins the simulation of taking victims. After 3 to 5



minutes, law enforcement arrives and takes down the shooter. Again, the exercise demonstrates the principals that are provided in the PowerPoint component of the URASE program. ***At present, ISP is only able to provide the “practical component” to schools.***

The “Unarmed Response to an Active Shooter Event” (URASE) program represents only an element of an overall safety plan. To assist administrators in conducting an initial or “beginning of the year” safety meeting, a sample outline is provided at end of the PowerPoint program (Slide # 36). This schema may assist the administration in developing an agenda to begin the process of reviewing their school’s overall safety plan. Additional resources to assist in this process may be found on the ISP website.



SLIDE # 5 THE ACTIVE SHOOTER DEFINITION

The Active Shooter
Indiana State Police Definition

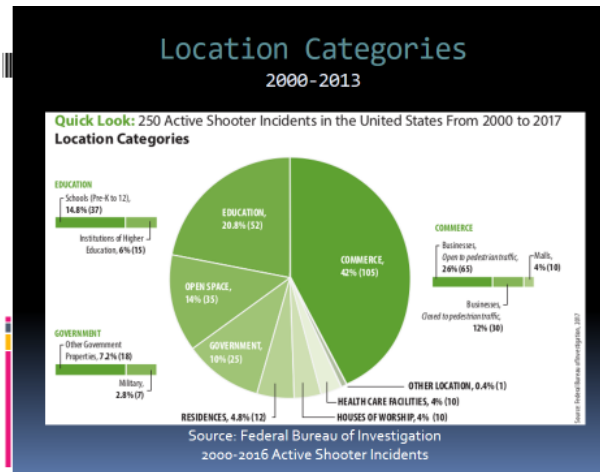
- *"One or more subjects who participate in a random or systematic attack demonstrating their intent to continuously inflict death or serious bodily injury on another person or persons."*
- For the purpose of this policy, the "active shooter" may carry out the attack by utilizing a variety of weapons and delivery systems, including
 - Firearms
 - Knives
 - Explosives
 - Clubs, etc.
- Given attack trends worldwide, expect more attacks utilizing airborne and / or motorized vehicles!

It is important to underscore that ISP, for the purposes of this program, uses "attacker" and "shooter" interchangeably. As the ISP Definition sets out, the definition of an "Active Shooter" includes attacks with a variety of weapons.

Most active shooters in schools have utilized firearms. **However, we anticipate that "school shooters" may utilize a broader spectrum of weapons in the future.** Most often, one of the main goals of these individuals is to create as much carnage as possible. With that goal in mind, we anticipate that attackers may very well seek additional weapons to carry out their attacks and create their desired carnage. World trends seem to indicate that vehicles, explosive, chemical ordnances, WMD, *etc.* will continue to be utilized by those that attack our schools and public places.



SLIDE # 6 LOCATION CATEGORIES



This slide sets out the locations of recent active shooter attacks. It is easy to see that education rests at the top of the list.



SLIDE # 7 OVERVIEW OF SCHOOL SHOOTINGS

Overview of School Shootings			
Date	Location	D	I
1966	Austin, TX	17	31
1989	Stockton, CA	6	32
1998	Jonesboro, AK	5	10
1999	Littleton, CO	15	21
2007	Blacksburg, VA	33	23
2012	Newtown, CT	28	2
2018	Parkland, FL	17	14

It may be pointed out that school related shootings have occurred for several years. However, the number of casualties is on the increase. This assumption may also apply to the frequency of school related attacks. **The events continue to be on the increase.**

In the following slides, the fact, that “attackers” study previous “active attacker/shooter events,” will be discussed. Attackers often are fascinated by previous “active shooter/attacker” events. In this light, we will discuss the assumption, that attackers obsess and covet the notoriety garnered by the “shooters” that proceed them. It is important to discuss the role that the quest for recognition plays in the development of school “shooters”. The desire to be recognized is a powerful determinant in evolution of “active shooters”. Simply, in the developmental process, emerging shooters wish to be afforded the same recognition and notoriety garnered by their predecessors.

The recent Santa Fe shootings stands as an example of the common threads that may be found in “active shooter” events. The alleged perpetrator reportedly wore a black coat and clothing similar in design to the garments donned by the Columbine attackers. It was also reported that the explosive devices and weaponry utilized by Santa Fe attacker demonstrated marked similarities to those utilized by the Columbine perpetrators.

This chart also demonstrates that casualty numbers seem to be on the increase. School shooters often establish a goal to create more carnage than their predecessors. The escalating numbers demonstrated in this chart may be used to underscore this common assumption.



SLIDE # 8 VIRGINIA TECH STUDENTS



The presenter may want to focus the audience's attention on the unfathomable loss of just one "Active Shooter Event".

It is important to provide a point of reference to assist everyone in understanding the unimaginable loss inflicted by an active shooter event. Parents, educators and patrons will all relate to the horrific loss exhibited by this slide. Parents, school community members and our nation suffered an unfathomable loss in the appalling tragedy represented by this slide-the Virginia Tech tragedy.



SLIDE # 9 MOTIVATION AND DEVELOPMENT OF THE SHOOTER

Motivation and Development:
The Role of Social Stratification

- Schools often develop a "Social Stratification System"
 - Need to belong in adolescence is overwhelming
 - Individuals seek a means to belong
 - Their attempts to belong fall short
 - Their failed attempts or odd behavior causes:
 - The "Lightening Rod Effect" (more alienation)
 - Rejection intensifies
- Seek a resolution to their alienation
 - School attack emerges as a solution
 - Gain recognition and punish individuals responsible

One of the Most Overlooked Processes in the Development of a Threat

If we hope to understand the development of many "active shooter/attackers," we may wish to examine the conceptualization and development of "self". Our view of "self" has a direct correlation to our perception of how "significant others" view us. "Significant Others" are often individuals in the "peer group" to which adolescents give value or individuals in the group to which they wish to belong. It is extremely important for adolescents individuals to garner the approval, acceptance, *etc.* of "significant others". Individuals will go to great lengths to alter how "significant others" accept and view them.

It goes without saying that even the best "school days" can be difficult at times. The desire, peer pressure, *etc.* for an adolescent to be accepted and to "fit in" are strong determinants in the developmental process of a "shooter". From early elementary school, individuals strive to belong, to be recognized and or be a part of the "group". If individuals are excluded from the "group", self-esteem, self-image and or self-concept suffer dramatically. This may create a sense of alienation that can be magnified by hazing, teasing or in the extreme bullying. Often being the "odd person out" invites more intense bullying or teasing. As the hazing process continues, alienation becomes more ingrained. This is sometimes referred as the "Lightening Rod Effect".

As individuals seek to belong the need for recognition may become an obsession. These individuals may seek a means to garner that recognition by extreme behavior. They often say things and or do things that are outrageous. This conduct has a goal of eliciting a response from the peer group to which they wish to belong. When the behavior does not produce the desired effect, they internalize the response from individuals in the group to which they wish to belong as rejection. This rejection intensifies into alienation.



At this point, they begin to develop a desire to strike back at those they perceived to be responsible for the rejection and resulting alienation. Adolescents may fantasize about getting even and attaining the recognition they so desperately desire via an unthinkably violent action.

Fantasizing about “getting even” is not damning in itself. Many individuals fantasize about “getting even”. But it is just that, a fantasy. It becomes concerning and needs intervention when it becomes an obsession.

In extreme situations, the threat begins to progress when the “developing shooter” begins to see a violent act as a realistic avenue to “getting even”. Shooters may develop when the fantasy becomes an all-consuming obsession. The developing shooter begins to view an “active shooter event” as a feasible avenue to strike back at those they hold responsible for their mistreatment and or rejection.

Over time the mental images of the fantasy become more detailed and they begin to focus on individuals that they perceive have wronged them. They begin to plan and the fantasy becomes their reality.

In addition, developing shooters are often motivated by the recognition heaped on past shooters. In the search for elevating their self-esteem they fantasize about duplicating a school attack in hope of attaining the notoriety and recognition bestowed on earlier shooters. As we study “school shootings”, the importance “shooters” place on being accepted, recognized and validated becomes clearer. We begin to see the extent to which these individuals will go to be acknowledged and recognized within their “social caste system”.

As we consider these factors from a collective perspective, a more concise image of the potential school shooter or attacker comes into view. We see an individual that views herself or himself as an outsider. The individual believes that he is not accepted or acknowledged by his peer group. The “developing attacker” has internalized the belief that he has been wronged by the group to which he desperately wishes to belong. With this in mind, a solution is developed by which he will gain notoriety and revenge in one horrific act committed against a soft and highly populated target (the school setting).

The fantasy and planning stages represent the best times for prevention through early identification and intervention.



SLIDE # 10 EARLY WARNING INDICATORS OR BEHAVIORS

Prevention:
Early Identification of the Developing Shooter

- Early Warnings:
 - Communication of Intent to Others
 - "Someone Always Knows"
 - Depression, Emotion & Mental Health Issues
 - Feelings of Rejection/Isolation
 - Fascination with Previous Active Shooter Events
 - Extensive Planning & Accumulation of Weapons
 - Vicious and Cruel Treatment of Animals
- Key: Combination of Early Warning Signs
 - We must understand that this is a process!

It is important to underscore that school shooters do not develop overnight. Their horrific actions do not happen impulsively (as often reported). These individuals typically develop over a period of time. **They plan extensively and more importantly they plan in plain sight.**

One of our best opportunities to prevent an “active shooter” attack is to identify the individual or individuals that are in the planning phase of the attack. If we educate our school community on the “Early Warning Behaviors and Indicators” we may be able to prevent an “active shooter event”.

These individuals share their intent with others. They frequently make charts, diagram and written plans. They study earlier “active shooter” attacks. They often hold a fascination for previous “Active Shooter Events”. Because they are so enamored or captivated with the actions of previous shooters, they often talk freely about their exploits. They hold previous shooters in high esteem and begin to develop a desire to copy the actions of these individuals.

Potential shooters may suffer from serious emotional issues. These individuals frequently become withdrawn and seek recognition or validation via extreme conduct. Individuals that are hazed, bullied and or mistreated may seek an avenue to strike back at those they perceived to have wronged them.

Unfortunately, being “out of step”, “odd”, *etc.* may often serve as a “lightning rod” for treatment that increases the alienation of these individuals and intensifies the need to be recognized and the desire to strike back.

Underscore: Perception is often the shooter’s reality.



It is not unusual for developing shooters to struggle with emotional and or mental health issues. **This is not to suggest that all individuals struggling with mental illness become “active shooters or active attackers”.** We simply wish to underscore that we are looking for combinations of “Early Warning Indicators”. When emotional/mental health issues are combined with other indicators, the need for an intervention becomes more critical.

School shooters often accumulate a large cache of weapons and ammunition. They frequently practice and become proficient in the use of these weapons. They often have an extreme fascination for weapons of all types.

It has been suggested that the obsessive emersion into video gaming may have some antisocial underpinnings. When video game emersion develops to the “pathological” level, some researchers have postulated that this behavior may manifest in the development of aggressive thoughts and behaviors. It has also been suggested that extreme or “pathological” emersion into violent gaming may result in a lowering of the moral response to violent or repugnant actions or events. This has sometimes been termed “*Desensitization*”.

It is important to underscore that these individuals often plan, stockpile weapons, share intent others, display antisocial behavior, *etc.* prior to carrying out these horrific events.

Again, we are concentrating on consistent demonstrations of combinations of behavioral indicators. Typically, they carry out these behaviors in plain sight! The planning phase is our best chance to prevent these attacks.

We may be able to prevent an attack, if we educate members of the school community on the “Early Warning Behaviors or Indicators” and provide them with a means to share the information with a group that has the resources to intervene. The “*Intervention Team*”.

Underscore: Developing attackers often plan in plain sight.

School community members often do not know how and where to report concerns? It is critical for administrators to develop and publish procedures/tools for reporting concerns. The tools or methods to report concerns (to the Intervention Team) must be easy to access and available to all members of the school community. Anonymity, accountability and follow up are essential in this process.

Simply, the reporting tool should be anonymous and easily accessible to all members of the school community. Procedures for directing the information to the appropriate resource (administration, law enforcement, counseling professionals, *etc.*) should be established. The resources must be vetted and established ahead of time.

We want to underscore that individuals suffering from mental health issues and depression do not always become active shooters! The characteristics set out above are simply behaviors



that may signal the need for an early intervention. If individuals exhibit several of the characteristics, the need for an intervention becomes more urgent.

Often, “potential threats/attackers” plan extensively and share their intent with others. It has been suggested that these individuals will go to extremes to receive any type of recognition to bolster their diminished view of “self”. That extreme behavior may manifest in the conducting of an “active shooter event”. An “active shooter event” is a desperate act but these individuals are in a very distressed state.

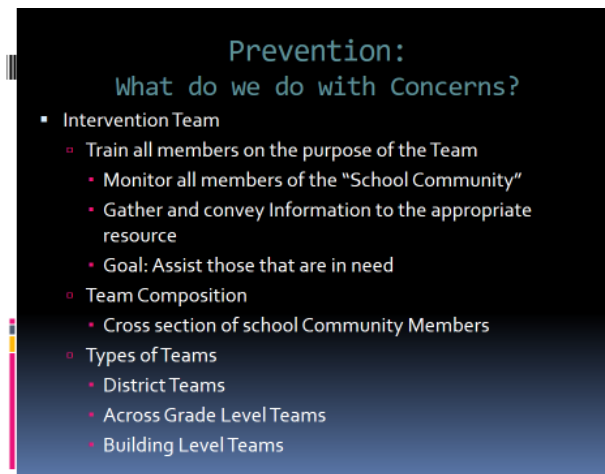
The intense desire for attention may manifest in disturbing social media postings, drawings, writings, comments, dress, bragging, *etc.* It is not uncommon for fellow students to be aware of this disturbing behavior. These individuals often share the details of the event they are planning. They have viewed the attention received by previous shooters and they want the same. Simply, they seek that attention, popularity, notoriety, and recognition they believe they will garner by committing or duplicating a horrific event.

The adolescent brain may not grasp the consequences of their actions. After committing one of these horrific acts, an adolescent was heard to utter, “Will I go to jail?” It seems difficult to fathom but the consequences of their actions may not be considered and or represent a deterrent. Consequences beyond the horrific act are not considered, calculated or reasoned.

The final stage results when the “attacker” decides to initiate his plan. He has formulated a plan that he feels will rectify his alienation, resolve his issues with those he deems to have wronged him and bring the self-actualization that he covets. He has accumulated large quantities of weapons and the attack may be imminent.



SLIDE # 11 PREVENTION



The development of a functional “Intervention Team” stands as one of the components most often left out of the “Comprehensive Safety Program”. The team should include a cross section of members from the school community (i.e. students, instructional staff, parents, patrons, administration, law enforcement, SRO, School Safety Specialists, *etc.*).

Unless they are sworn law enforcement or trained health care professionals, members of the “Intervention Team” must understand that they are not expected to serve as law enforcement or trained psychotherapist, etc. They may serve a role as simple as offering their thoughts on a particular issue or by providing insight into the group they represent. However if they do bring skills (sworn law enforcement, trained/licensed psychotherapists, *etc.*), their service may very well serve to strengthen the resources of the team.

The “Intervention Team” plays a key role in prevention by serving the functions of early identification, early assistance and continuous monitoring. The “Intervention Team or Committee” plays a critical role in assisting with the monitoring all members of the school community (students, staff, *etc.*). By including a “cross section” of individuals from the “School Community”, you may be better able to identify individuals in the “School Community” in need of intervention.



SLIDE # 12 SITUATIONAL AWARENESS: OUR RESPONSIBILITY IN KEEPING OURSELVES SAFE

**The Foundation of Response:
Situational Awareness**

Situational Awareness:

1. Living in a state of heightened awareness
2. Aware of the external stimuli around you

*** Response is determined by the External Stimuli of the Event!

If you are Situationally Aware you may:

1. Recognize threats before they occur
2. Avoid potential threats
3. Improve your ability to analyze threatening situations
4. Make choices based on information rather than emotion

- Know Your Options, Role, and Responsibilities in the Plan
- Goal: Live with a healthy degree of suspicion.

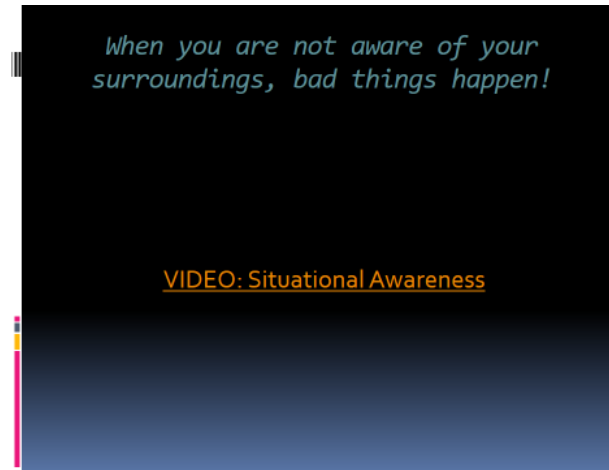
Simply, “Situational Awareness” occurs when you are aware of your surroundings. As we go through our daily lives, we witness situations that underscore that many individuals totally are unaware of what is going on around them. Most everyone will experience the frustration of having to dodge individuals as they walk on the sidewalk while viewing, talking, texting, *etc.* on their cellphones. It should come as no surprise that texting while driving stands a leading cause of traffic accidents. As we shop at the mall, dine at a restaurant, visit the theater, spend time in the workplace, *etc.*, we typically are not aware of the potential threats that surround us and the response options available to us. If we do not recognize the threats and predetermine our available options, we will be unable to respond appropriately.

If we are aware of the external stimuli in our environment (what is going on around us), we will be better able to recognize, analyze and respond more appropriately to potential threats. If you are unaware of your surroundings, you are more likely fall victim to one of the most often responses to a crisis situation: **“Freezing in Place!”**

Freezing in place is a very typical response to a shocking or horrific event. Without awareness, preparation, planning and practice, our chances of responding appropriately diminish dramatically. Freezing in place and staying in that state (failing to respond) makes individuals easy targets in an “active shooter event”. Planning, practicing and drilling will enable individuals to emerge from the “frozen state” more rapidly.



SLIDE # 13 SITUATIONAL AWARENESS VIDEO: BAD THINGS HAPPEN WHEN YOU ARE NOT AWARE OF YOUR SURROUNDINGS VIDEO



This video simply illustrates that “bad things” can happen, if we are not aware of our surroundings. It also provides a break in the lecture or presentation. Hopefully, the slide provides an opportunity to underscore that we often live our lives unaware of external stimuli. Common behavior is to be unaware of threats that may surround us.

It takes effort to be aware of what is going on around us. Some research suggests that we often see what we expect to see. Sharpening our awareness and perception are valuable tools in becoming more “**situationally aware**”. Again, we are much more likely to respond appropriately if we are aware of our surroundings and aware of the response options available to us.

We can dramatically increase the effectiveness of our responses if we plan, prepared and drilled on the response options available to us. Selecting the appropriate option comes when we know our options; when we analyzing our surroundings; and when we apply the most appropriate response/reaction in light of the external stimuli or conditions of the “active shooter/attacker event”.



SLIDE # 14 USING INFORMATION TO GUIDE OUR RESPONSE

Using Information To Guide Our Response

The Data Suggest:

Duration of the Event:

- Often last 5 minutes or less

Nature of the Attack & the "Attacker"

- Opportunistic & takes "Victims" as they are encountered
- Attack progresses randomly
- Attacker's Goal: "Quickly take as many victims as possible"
- Attacker often takes his own life.

ISP Recommendations:

1. Stay out of contact with attacker by utilizing the ISP Response Options!
2. Do not "Freeze in Place"
3. "Plan" and "Practice" the "ISP Response Options"

It is important to underscore that "active shooter events" are often brief in duration. Most often, the attacks last approximately five minutes. The attackers are looking for soft targets. Usually, these opportunistic threats/attackers take victims as they are encountered. As the event progresses the attack may take on a random nature. Typically, the attacker's goal is to take as many victims as possible while taking them as quickly as possible. The event frequently ends with the attacker taking his own life.

Because these events occur rapidly, it is critical to be able to respond quickly. Escaping, securing classroom doors, *etc.* are actions that must be done rapidly. Preparation will result in a more reliable and timely response.

Classrooms must have the appropriate hardware to secure the doors quickly. Specific rules and procedures for securing classrooms and barricading the doors should be basic components of the school safety plan.

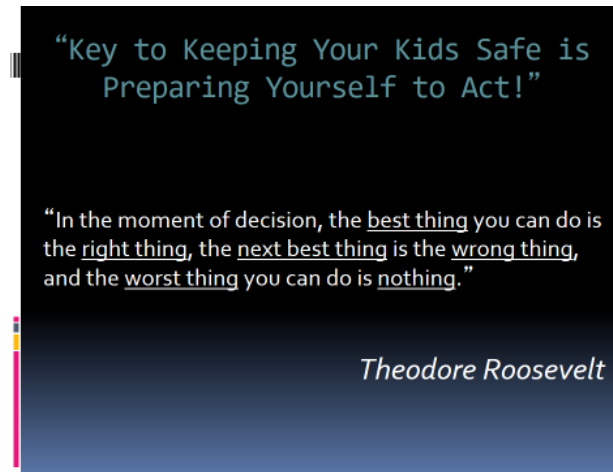
Help is typically on the way. We want to underscore that a response goal is to take action. By exercising one of the "Response Options", you are seeking to stay out contact with the attacker. This action will provide the critical time for law enforcement to arrive and respond.

It may once again be advantageous to underscore that by being prepared individuals may be more likely to take the action necessary to stay out of contact with the shooter (rather than freezing in place).

The presenter may wish to underscore that the "shooters" are often interested in creating as much carnage as possible. They typically strive to engage soft targets as quickly as possible. By doing so, they are better able to attain one of their main goals of establishing the greatest possible numbers of victims.



SLIDE #15 DO NOT FREEZE: TAKE ACTION



As we have been discussing, taking action is critical to surviving an attack. Staying frozen in place, is not a high value strategy. Taking action is a recommended goal. The action taken may be exercised in any order:

- You may elect to "Escape" to a secure location via a safe path (Escape Option).
- You may shelter in a secure place (Lockdown Option).
- You may as a very last possible option (*when no other option exists*), fight for your life and the lives of others in your charge (Fight Option).

Again, the model is not linear. The steps may be exercised in any order.

We want to underscore that individuals are empowered to make decisions based on the external stimuli they encounter. We do not want individuals to feel powerless. The options in the ISP URASE program may be exercised in any order. **The order may be determined by the external stimuli of the event.**



SLIDE #16 ISP NONLINEAR RESPONSE MODEL

A screenshot of a presentation slide titled "ISP Nonlinear Response Model". The slide has a dark blue background with white text. It lists two main bullet points: "Convert:" and "Response Options in the 'ISP Nonlinear Model'". The "Convert:" point shows a transition from a "Traditional: 'Run, Hide, Fight' Model" to a "Nonlinear Model: Prevention, Escape, Lockdown, or Fight". The "Response Options" point lists three options: "Escape" (if you have a secure path to a predetermined secure area), "Lockdown" (if you have a secure path to a location that can be secured), and "Fight" (a last resort when faced with imminent danger).

ISP Nonlinear Response Model

- Convert:
 - Traditional: "Run, Hide, Fight" Model
 - To:
 - Nonlinear Model: Prevention, Escape, Lockdown, or Fight
- Response Options in the "ISP Nonlinear Model"
 - "Escape", if you have a secure path to a predetermined secure area.
 - "Lockdown", if you have a secure path to a location that can be secured.
 - "Fight" is a last resort! (Faced with imminent danger!)

NOTE: *THE "ISP NONLINEAR MODEL" TAKES THE TRADITIONAL "RUN, HIDE, FIGHT MODEL" AND PLACES "PREVENTION" ON THE FRONTEND AND EXPANDS EACH STEP IN THE TRADITIONAL MODEL.*

The ISP Model: "Prevention, Escape, Lockdown or Fight!"

External Stimuli determine the most appropriate option to be exercised in the ISP Model!

Examples of External Stimuli:

- Your "Proximity" or "Location" in relationship to the shooter
- Your "Proximity" to a secure path that will lead you to a secure location
- Your "Proximity" and "Location" to predetermined secure and safe areas
- The type of "Weapon" being utilized in the attack

The ISP Response Options:

Escape:

Escape is an option in the event you have a secured path to a predetermined or confirmed secured area.

Lockdown:

If a secure path or an exit site is not a certainty, "Lockdown" may be your best option.

- Providing you have access to secure site



Fight:

When faced with imminent danger, take lethal action.

The Indiana State Police “Nonlinear Response Model” is similar to the traditional Run, Hide or Fight model. However, it differs in several key components.

The ISP Response Options Model is based on individuals selecting the “Response Option” that provides the best chance of surviving the attack in light of the conditions or “external stimuli” of the event.

Presenters may wish to provide a variety of examples of external stimuli, conditions or circumstances found in an “Active Shooter Event”.

- Stimuli: Type of Weapon, Your Proximity to Shooter, *etc.*

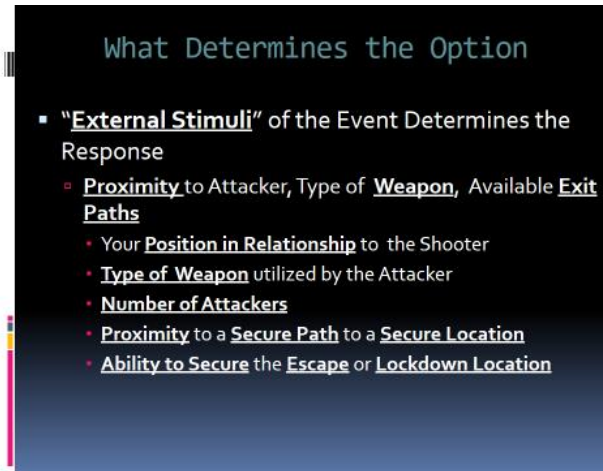
The Indiana State Police prefer prevention to response. With that in mind, the ISP Model puts “Prevention” as the first phase of the model but underscores that the ***response options (Escape, Lockdown or Fight) may be exercised in any order.*** The model is nonlinear.

An individual caught in an “active shooter event” may elect to “Lockdown” in a secure place waiting for the opportunity to exercise the “Escape” component of the model. Individuals may elect to exercise the Escape option until they find a secure location to “Lockdown”.

Simply the options are not steps but options that may be exercised in any order. Again, the selection of the options to be exercised will be dictated by the circumstances or the external stimuli of the “active shooter event!”



SLIDE # 17 WHAT DETERMINES THE OPTION: EXTERNAL STIMULI OF THE EVENT



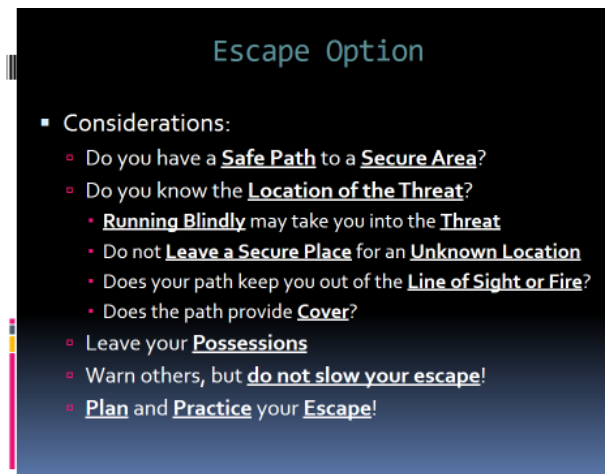
Stimuli Examples:

- ❖ Proximity to the Shooter/Attacker
 - Does the shooter's location allow you escape via a secure path to a predetermined safe area?
 - Do you have a safe path to a predetermined safe/secure area?
 - Can you establish cover as you escape or travel to the safe/secure area?
- ❖ Location to the Attacker
 - Does the location of the shooter block the path to all available safe/secure areas?
- ❖ Type of Weapon
 - Is the weapon effective at range? (Club, knife, *etc.* as opposed to a firearm?)

As set out above, these are examples of "External Stimuli!" Individuals caught in an active shooter event must process the circumstances of the "active shooter event" very rapidly. If you have planned and practiced your "response options", you are much more likely to respond rapidly and appropriately.



SLIDE # 18 THE ESCAPE OPTION



Remember you are empowered to sound the alarm. If you elect to do so, you must not let it slow down the process of selecting and exercising your best “Response Option” based on the stimuli of the event! **We emphasize this point because we have found that “sounding the alarm” is sometimes an action reserved for a select few (designated individuals or administrators).** Everyone should be empowered to sound the alarm. The more rapidly the alarm is activated, the more rapidly law enforcement will arrive. Time saves lives.

Earlier we have underscored the value, of recognizing the Early Warning Indicators or Behaviors, in potentially preventing active shooter attacks. Again, we need to underscore that we prefer prevention to response!

Given that prevention may not be an option, one of the first options to discuss is the “Escape Option”!

POINT of EMPHASIS: The model is not linear!

You may elect to “Escape” then “Fight!” You may elect to exercise the “Escape Option” then “Lockdown!” You may elect to “Fight” and then “Escape” or “Lockdown”!

The circumstances of the attack will dictate the most appropriate “Response Option”. Attacks are fluid and circumstances change. “Response Options” are actions that are governed by the changing circumstances of an often chaotic event!

In the “Escape Option”, “We want you to escape intelligently!” Running blindly may very well take you into danger! “Escape Pathway Options” should be planned and practiced in advance. “Alternate Escape Paths” are to be established in advance as well. Drilling, on the available escape paths (primary and alternates), is recommended.



Locating the threat is critical to selecting the appropriate “Escape Options”. When considering an “Escape Option”, you should not leave a place of security for an unknown.

This may be an excellent opportunity to explain the difficulty that individuals often encounter in initially identifying small caliber gunshots. In the practical exercise, the participants will have difficulty identifying the path of the shooter, differentiating the sound of the blanks from a locker slamming or a book being dropped.

In addition, identifying the path of the shooter from the sounds of the blanks is nearly impossible. Remember, the escape path must be a secure path to secure location. This should underscore that in the ISP model suggests that **you should not run blindly**.

Leave possessions and objects that will slow you down. You may elect to warn others but do not let that process slow you down.

Again, you must “Escape Intelligently”! Do not run blindly! Your ability to put solid objects between you and the attacker is a critical goal! Solid walls capable of stopping a round should be considered in establishing your “Escape Options”.

Plan and practice your escape path keeping in mind your goal is to stay out of contact with the attacker. Typically, “You will respond as you have practiced”.

Presenters should explain the difference between concealment and cover. Simply, concealment hides you from view while cover may stop a round. Taking a few seconds to select a safe path may be critical to a successful escape. It has been suggested that in the Parkland high school shooting, a fire alarm may have been pulled to direct students into a “killing field”. This speculation mirrors what two students did some twenty years ago in an Arkansas middle school. A fire alarm was initiated, as students exited the building, an eleven and a thirteen year old opened fire on the students and staff exiting the building.

Practice multiple secure paths! You will respond as you have practiced.



SLIDE # 19 THE LOCKDOWN OPTION

Lockdown Option

- Take a Secure Path to predetermined Secure Area!
- Quickly Lock & Secure the door
- Stay out of the Line of Sight & Fire
- Stay on your Feet Ready to Move!
- Silence your Cell Phone,
- Remember Cover is you goal!
- Predetermine Guidelines & Procedures to govern the Lockdown Area
- Supply the Lockdown Area (Weapons/Provisions)
- Practice your Lockdown Option!

The “ISP Model” expands the “Hide Option” to a “Lockdown Option!” A key component in this phase of the ISP program is to stay out of contact with the “shooter” (in a secure location). Simply, freezing in place in a vulnerable location may not be your best option. Again, we want to underscore that the “ISP Model” is not “Linear”! **The options in the ISP Model may be exercised in any order and then repeated.** The best option may be to Escape then Lockdown and or Fight! In the same manner the best option may be to find a secure place to a “Lockdown” and then “Escape” as the circumstances of the attack merit. ***Fighting is only an option if no other option is available.***

In the “Lockdown Option” preparation is a key element. Lockdown locations must be pre-identified and prepared.

Rapidly lockable and secure doors should be provided by the “Administration”. Primary lockdown sites and alternate sites are critical components of a “Comprehensive Safety Plan”. Equipment or furniture that may serve to assist in securing or barricading the door should be identified in advanced.

You goal is to stay out of the line of sight and fire. In a lockdown setting, the ISP Model strongly recommends that individuals stay on their feet to increase their mobility. Clustering individuals together on the floor and or in the corner in a seated position without cover is not recommended.

If the room is breached, equipment found in the Lockdown site should be pre-identified to serve as a weapon to assist in exercising the Fight Option. Again, the Fight Option is exercised only if it is the last available option.

Staying on your feet ready to move is recommended. By moving, you are making yourself a more difficult target.



Most certainly, a secondary goal is to stay quiet. Silence electronic devices. If you can silence your phone but leave the line open that may create a communication advantage.

It is important for the administration to develop clear policies that govern the operation of the “Lockdown Area!”

SOMEONE NEEDS TO BE DESIGNATED AS THE “PERSON IN CHARGE” IN EACH “LOCKDOWN” SITUATION.

A back up to this person should also be selected. Decisions will need to be made. No time will be available for electing the person in charge. This person (with a backup) will need to be able to make decisions on securing the door; on communicating with arriving law enforcement; on when to open the door, *etc.*

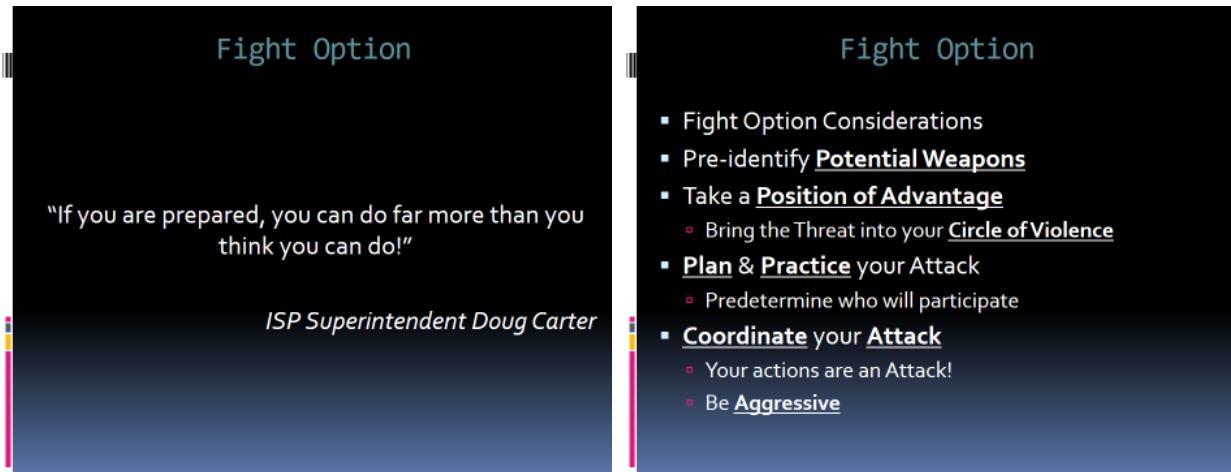
Again, you will respond as you have practiced. Safety drills developed by management, staff, law enforcement, *etc.* will promote a rapid and appropriate response.

In Indiana you may text if you are unable to call. However, **understand that calling is best.**

Tabletop exercises and drills are excellent tools that may be used to hone the skills necessary to exercise the “Lockdown Option” appropriately.



SLIDES # 20 & 21 FIGHT OPTION



Before a discussion on the “Fight Response Option” begins, ISP will underscore that the “fight response” is an “Option” that should be exercised only when every other opportunity is unavailable. This strategy may be exercised when escaping, securing the location (locking the door, barricading the door, etc.), are not possible. Remember the ISP model is not linear. You may throw an object at the attacker, hit the attacker with an improvised weapon, etc. and then exercise the Escape or Lockdown Options. ISP clearly understands that the physical capabilities of individuals vary. With that in mind, ISP has developed a multidimensional model that sets out several response options.

THE STIMULI/CONDITIONS OF THE EVENT DICTATE OUR ACTIONS!

The “Fight Option” must be planned and practiced. As Superintendent Doug Carter suggests, “If you are prepared, you can do far more than you think you can do!”

When considering the “Fight Option,” ISP must underscore a basic principle of the Indiana State Police, “Unarmed Response to an Active Shooter Event” program:

Underscore: The model is not linear! The “Response Options” may be exercised in any order! The options in the model are not steps to be exercised in any predetermined order. The “Stimuli” or conditions of the event determine the most appropriate “Response Option” to be exercised.

With this in mind, an armed assailant may immediately confront unarmed individuals caught in an “active shooter/attacker” event. The proximity of the “attacker” and the weapon he is wielding may dictate that the fight option is the only available choice or action to be exercised. Simply, a shooter walks into the room and begins to discharge a weapon at his intended victims.



When considering the “Fight Response Option,” John Boyd’s work may provide helpful direction on responding appropriately. Boyd was a United States Air Force consultant to the Pentagon. Boyd developed theories relating to the relationship between environmental factors and the decision-making processes.

Individuals caught in an “active shooter event” must take the unfiltered stimuli or raw data of the event and mold that information into the most appropriate decision or action.

Attackers are looking for access to soft targets. Locking, barricading and securing the door must be some of your first considerations. However, if a confrontation is your only choice, you must fight for your life and the lives of those in your charge. When utilizing the “Fight Option” to respond to an “active shooter attack,” adults should utilize every weapon at their disposal (pointed objects, blunt objects, projectiles, chairs, *etc.*).

The presenter may wish to incorporate some of the practical behavioral concepts first pioneered by “Air Force Strategist” John Boyd. A goal of Boyd’s attack strategy was to take actions that fell outside the scope of his opponent’s expectations. The goal of attacking in this fashion was to appear unpredictable. Boyd believed these unanticipated actions may serve to confuse, disorient, daze and confound the attacker. By attacking in this fashion, Boyd opined that the opponent would be forced to reboot or rethink his attack strategy. This mental rebooting process would require the opponent to reevaluate the situation. The reevaluation process would slow the opponent’s actions and or make him hesitate (as he determined his new course of action in light of the unanticipated actions).

Again, the attacker is anticipating a soft target. By taking actions he does not expect, you may cause your opponent to rethink the situation and become confused. This may result in hesitation which may allow you to gain the upper hand.

Typically, the “attacker” is not anticipating a counterattack from his intended victims. He is looking for soft undefended targets. A sudden counterattack may serve to confuse and disorient the attacker.

You may increase the effectiveness of your counterattack by launching your attack as a coordinated response from multiple adults. You may consider utilizing multiple predetermined or improvised weapons. ISP recommends a loud and aggressive assault. This serves two purposes. It forces you to breathe and may confuse and disorient an attacker that is anticipating a passive and defenseless target.

Understanding the value in bringing the assailant into your “Circle of Violence” is a critical component or strategy of the ISP “Fight Option”. You must “bring” the attacker into a position where your improvised weapon can be effectively utilized. Presenters should explain to all participants the “Circle of Violence” concept. Simply you are bringing the “shooter” into a position where the weapon you have selected can be effectively utilized.



There is no doubt that the “Fight Option” may be one of the very last “do or die” choices. However, when faced with immediate and imminent danger the “Fight Option” may be your only viable choice.

If you initiate the “Fight Option,” Boyd’s model shows that prior to making a decision or determining the most appropriate action, the person initiating the “Fight Option” must first internalize the stimuli of the event. You must “Observe” the stimuli or conditions of the event and “Orient” or determine what actions you can take.

In order to increase your chances of success in carrying out this option, several basic suggestions may be considered.

You may want to predetermine objects that may serve as weapons in the various work spaces and safe rooms. Doing this in advance is recommended.

In selecting objects to serve as weapons, you may want to make sure you are physically able to wield the object to defend yourself and others. For instance, an object that you cannot lift, manipulate or use as a weapon will be of little or no use.

Again, bringing the attacker into your “Circle of Violence” is a critical concept in fighting for your life. In order to gain the advantage of surprise, you may station yourself out of the line of sight and out of the line of fire. This will provide you with some initial protection. It will also put the element of surprise in your favor.

Note: Bringing the attacker into your “Circle of Violence” does two critical things.

- It allows you to utilize the element of surprise
- It brings the attacker into a propinquity where your improvised weapon can be used.

Presenters may check the participants to determine if the “Circle of Violence” is clear. Simply, your goal is to bring the attacker into a position in which your improvised weapon becomes effective.

In summary, **strategies and tactical actions on how to carry out the “Fight Option” should be established ahead of time. Potential strategies of the “Fight Option” should be planned and practiced (i.e. “Coordination of the Attack,” “Predetermination of Weapons,” “Organization of the Attack,” “Methodology of your Physical Attack Response,” “Determination of Physical Abilities,” etc.).** Your mind under extreme stress often does not function as well as you would hope. If you plan ahead of time and practice your response options, your chances of making the appropriate decisions and taking the necessary actions to defend yourself and others should improve.



SLIDE # 22 THE INDIANA STATE POLICE ACTIVE SHOOTER TRAINING VIDEO

A screenshot of a presentation slide with a dark blue background and white text. The title is "Indiana State Police School Active Shooter Training Video". Below the title is a bulleted list with three items: "Introduction:", "Indiana State Police Superintendent Doug Carter", and "As you view the following video, please keep in mind the principles of the ISP 'Response Options Model'". Below this is another bulleted list with two items: "Following the video, brief discussion questions will be provided to focus on the principles of the Escape, Lockdown or Fight options.".

Indiana State Police School Active Shooter Training Video

- Introduction:
 - Indiana State Police Superintendent Doug Carter
- As you view the following video, please keep in mind the principles of the ISP "Response Options Model".
- Following the video, brief discussion questions will be provided to focus on the principles of the Escape, Lockdown or Fight options.

As the participants watch the video, they should be reminded that the video will demonstrate the principles discussed in the **ISP Nonlinear Response Option Program**. Following the video, the presenter may wish to direct brief discussion questions to focus the group on the principles covered in the presentation of the ISP Prevention, Escape, Lockdown, and Fight Model.



SLIDE # 23 ACTIVE SHOOTER VIDEO



The principles of the URASE Program are demonstrated in this video in a school setting. Please direct the participants to note the principles of the URASE Program as they view the video.



SLIDE # 24 ISP ACTIVE SHOOTER RESPONSE OPTIONS QUESTIONS

Video Discussion Questions

- What principles are underscored in terms of the path taken in the "Escape Option"?
- As the "Escape Option" is exercised, how does concealment/cover figure into the your "Escape" path?
- As you exercise the "Escape Option", what consideration do you give to the escape destination?
- What ISP guiding principles of the "Lockdown Option" are demonstrated in the video?
- What ISP guiding principles of the "Fight Options" can you identify in the video?

These discussion questions and possible responses are provide in the information below:

- 1) What principles are underscored in terms of the path taken in the "Escape Option?"
 - a) You should have a primary path to a predetermined secure place.
 - b) Do not run blindly
- 2) As the "Escape Option" is exercised, how does concealment/cover figure into your "Escape" path?
 - a) You must keep concealment and cover in mind as you determine and exercise your escape options.
 - b) Cover is always your goal. Concealment will hide you but cover may stop a round.
- 3) A goal of the "Escape Option" is to predetermine and secure the "escape destination".
- 4) What ISP guiding principles of the "Lockdown Option" are demonstrated in the video?
 - a) Secure and barricade the door as quickly as possible
 - b) Stay out of the line of sight and fire
 - c) Stay on your feet ready to move
- 5) What guiding principles of the "Fight Options" can you identify in the video?
 - a) Be aggressive
 - b) Coordinate your attack
 - c) Be loud

i) What guiding principles were not displayed?
- 6) Improvise weapons
- 7) Bring the attacker into your circle of violence



SLIDE #25 BUS SAFETY

A presentation slide with a dark blue background and a lighter blue gradient at the bottom. The title "Bus Safety" is in white. Below it, the subtitle "A Different Set of Challenges!" is in white. The main text is in white and discusses the ISP's understanding of bus security issues and the expectation that organizations develop specific bus safety programs. It mentions that the same principles from the ISP Unarmed Response to an Active Shooter Event Model are applied to school buses. A reminder at the bottom states that the ISP model is nonlinear.

Bus Safety

A Different Set of Challenges!

ISP understands that the environment on a bus presents an entirely new set of security issues. The information in this section is offered as a resource with the expectation that each organization will develop a specific bus safety program that meets the unique needs of the organization.

In this section the **Same Principles** found in the ISP Unarmed Response to an Active Shooter Event Model are applied to a **School Bus!**

Remember: THE ISP MODEL IS NONLINEAR!

The school bus presents a new set of challenges. Many of the principles of the “ISP Unarmed Response to an Active Shooter Event” model apply. **Prevention is preferable to response!** The basic concept of responding to the “**external stimuli**” of the event still hold true. As is the case in the more traditional setting, preventing the threat from entering the bus is critical. Once the threat gains access to the bus, the location of the threat, the type of weapon, *etc.* all determine the options you may wish to consider in responding.

Remember: The ISP Model is not linear! The steps may be exercised in any order and or repeated. ISP prefers prevention to response!



SLIDE # 26 DRIVER AND ATTENDANT OPTIONS

Bus Safety: Driver and Attendant Options

- Early Warning Indicators
 - The Early Warning indicators apply to the bus environment just as they do to the classroom.
- Securing and or Locking Down the School Bus
 - Once the "Threat" enters the Bus, your options are limited!
 - Prevention: Denying Admission
 - Secure the Door (Simply Close the Door)
 - Drive Away (Pass Up the Stop)
 - Active the Lights, Stop Arm, etc.
 - Radio for Assistance

Drivers typically know their students much in the same way classroom teachers do. Prevention is always preferable to response. Knowing the "Early Warning Indicators/Behaviors" and looking for changes in behavior are critical components in the prevention process.

Once the threat is on the bus, one of the best options is no longer available. **Driving away and radioing for assistance may be effective strategies in keeping the students/staff on the bus safe.**

Shutting the door and or driving away are extremely effective ways of securing the bus! If a "potential" threat wants to discuss something with the driver, bringing them to the window. **This allows the bus driver to maintain perimeter security.**



SLIDES # 27 & 28 THE ESCAPE OPTION OF THE NONLINEAR ISP RESPONSE OPTIONS MODEL

Bus Safety: The Escape Option

- Driver/Attendant Must Determine if the Students Can Be Evacuated
 - What is the Position of the Shooter?
 - Is the Bus Stationary?
 - What Kind of Weapon does the Attacker have?
 - Can passengers be directed away from the threat (to the front or rear exits of the bus)?
 - Can You Engage the Attacker?
 - If you engage the attacker, can you direct the students away from the attacker to safety?

Bus Safety: The Escape Option

- Direct all passengers to evacuate!
 - Loud Verbal Commands – “GET OFF THE BUS”
- Driver/Attendant Must Determine How to Gain the Advantage
 - Can You Swerve, Hit the Brakes and or Set the Parking Brake?
 - This may distract the attacker and give you the advantage
- Do You Conduct Practice Drills?

Several circumstances must be considered in exercising the “Escape Option”.

Again, the stimuli of the event determine the most appropriate “Response Option”.

Stimuli:

- ❖ Position of the Attacker
 - Is the attacker in the front or rear of the bus?
 - The attacker position will determine if the driver can direct students to a rear or front exit.
 - Is an exit path available to the passengers?
- ❖ Is the bus in motion or stationary?
 - The driver’s evasive actions and or the speed/motion of the bus will figure into the decision to execute the “**Escape Option**?”
- ❖ Kind of weapon?
 - Is it a knife, firearm, *etc.*
 - This will also figure into your strategy of directing passengers to exit the bus.
- ❖ Can you engage the shooter?
 - By doing so, you allow passengers time to exit the bus.
- ❖ Can you gain advantage by swerving, braking, *etc.* ?
 - This may throw the threat off balance to provide time to gain the advantage and or allow passengers time to exercise the “Escape” option.

ESCAPE OPTION

- ❖ The location of the “Threat” will determine how the students can be evacuated.
 - Threats at the Main Entry Door



- Direct Students to Escape Via the Emergency Door (Rear Emergency Door)
- Threats at the Rear of the Bus
 - Direct Students to Escape Via the Main Front Entryway
- **Both Main Entry Door & Rear Emergency Door Evacuation Options Must Be Practiced**
- ❖ Driver Leaving the Bus to Sound the Alarm
 - *This is not an ISP recommendation:*
******Running without students to sound the alarm may be a human response to an ‘unimaginable situation’.**
 - **ISP’s suggested response options, planning, recommendations, etc. provide transportation specialists with choices that may be exercised to take the place of the “Running without the Students Response”.**
 - Without planning, human beings often make poor choices. Hopefully, suggestions in this program may stimulate discussion that may prevent a response by a transportation specialist, field trip sponsor, etc. that may inadvertently fail to mitigate the danger and or potentially increase the danger to students and staff caught in one of these horrific events by exiting the bus (leaving the students to fend for themselves.)



SLIDES # 29 & 30 LOCKDOWN OPTION ON A SCHOOL BUS

Bus Safety: The Lockdown Option	Bus Safety: The Lockdown Option
<ul style="list-style-type: none">▪ Secure the Perimeter of the Bus<ul style="list-style-type: none">▫ A very effective "Lockdown Option" results when the driver prevents the Attacker from entering the bus:<ul style="list-style-type: none">▪ Drives Away▪ Secures the Door	<ul style="list-style-type: none">▪ Once the Perimeter of the Bus is Breached:<ul style="list-style-type: none">▫ "Concealment" may be an initial Option<ul style="list-style-type: none">▪ This phase may be viewed as a "Transitional Option"▪ Temporary Concealment Option:<ul style="list-style-type: none">▪ Behind the Seats▪ Under the Seats▪ Utilize Backpacks, class projects, instruments, etc. for additional cover▫ Remember: Concealment may be viewed as a "Transitional Option!"▫ Once the bus is breached students may think in terms of transitioning into a more secure option : The "Escape Option"

A variation of the "Lockdown" option is one of the most effective strategies. If the driver keeps the threat off the bus by driving away or securing the bus, the driver maintains the perimeter integrity or security of the bus. **This action effectively creates the "Lockdown Option".**

Once the threat enters the bus, concealment may be an initial strategy. **However, concealment on a bus is typically a temporary or transitional strategy.** Seats and seat backs typically provided concealment rather than cover.

It may be a consideration to view concealment behind the seat as a temporary response option. This action may allow you **temporary concealment** until you have an opportunity to transition to a different response option.



SLIDE # 31 PRACTICE YOUR OPTIONS (FIGHT OPTION)!

Bus Safety: The Fight Option

- Know, Understand, and Practice your Options on the Bus!
- What can be used as a last resort weapon?
 - Tire Iron (Activity Bus)
 - Fire Extinguisher
 - Handbag/Utility Bag/Backpack
 - Seat Belt Cutter
- Fighting may be the **Only Option** for **Adult Personnel** that could allow some passengers to **Escape!**
- Whatever you decide, **Do Not Hesitate!**
- If contact is made with the attacker:
 - Loud Verbal Commands – “**GET OFF THE BUS**”
 - Direct all passengers to evacuate **away from the Threat!**

If all other options are not available, engaging the threat may be the last possible response. Planning this response will allow you to be prepared and typically allow you to do far more than you think you can. You may wish to predetermine weapons. Scrambling to determine weapons at the last minute is not a good strategy.

You should be aggressive and loud. By doing so, you will force yourself to breath and increase your endurance.

Engaging the threat and directing passengers off the bus may be an effective strategy for facilitating the “Escape Option” for passengers.



SLIDE # 32 THE ISP NONLINEAR MODEL APPLIED ON A BUS

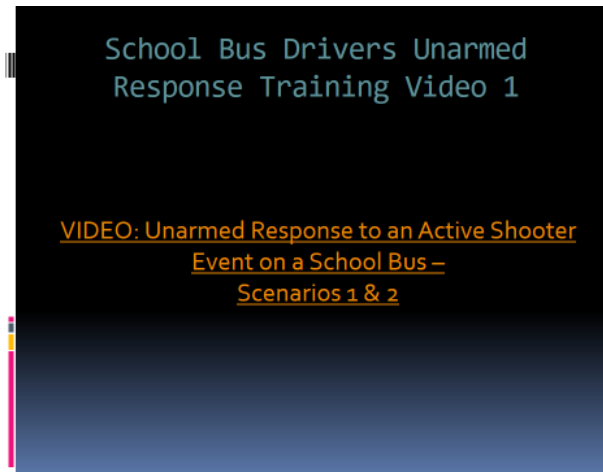
Nonlinear Model Applied to the Environment on a Bus

- Critical: Drill and Practice the options
- As you watch the video:
 - How could "Early Warning" indicators have prevented an attack?
 - Who first noticed the "Early Warning Indicators"?
 - How did the driver direct students in their "Escape Option"?
 - How did the driver buy time for students to escape?
 - How could the driver implement the "Lockdown Option"?
 - What weapons could the driver use in the "Fight Option"?
 - What action did the driver take engaging the "shooter" to facilitate passengers transitioning to the "Escape Option"?

These questions may serve as a guide to direct participants to specific concepts demonstrated in the "Bus Safety Videos". As participants view the videos, these questions may assist educators in focusing on specific actions depicted in the ISP URASE model videos.



SLIDE # 33 BUS VIDEO 1



The “School Bus Safety Discussion” contains recommendations provided by the Indiana State Police. The comments are resources and recommendations only. You are urged to develop a “Comprehensive Safety Plan” that will contain specific policies and practices for “School Bus Safety”. These practices should be reviewed by the governing body and the district or corporation legal counsel.

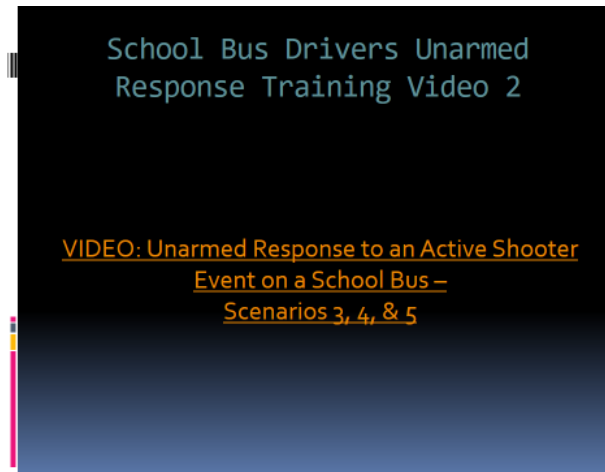
The following video sets out a basic scenario of a threat attempting to enter a school bus. In this sequence the bus driver has several options. The presenter may wish to offer the following questions to participants to focus them on specific response options.

For the presenter’s edification thoughts are offered under each question.

- ❖ What value is found in the bus driver greeting the students as they enter the bus?
 - This an opportunity for the driver to gain some insight to the emotional state of the students as they enter the bus.
- ❖ How could the students have assisted in preventing the threat from entering the bus?
 - The student recognize that something is just not right. They view the stranger at the bus stop. This may have provided an opportunity to prevent a potentially dangerous situation.
- ❖ What action did the driver take to mitigate the threat?
 - The driver utilized the **Lockdown Option** of the **URASE** model by passing up the threat and radioing threat information.
- ❖ What additional action could the driver have taken to prevent the threat from entering the bus?
 - He could have closed the door.
- ❖ How did the driver assist students in their “Escape Option”?
 - He confronted the threat and directed student off the bus.



SLIDE # 34 BUS VIDEO #2



In the following video you will see a basic scenario of a threat entering the bus. The presenter should direct the participants to note the actions of the driver and students. As the participants view the video, the presenter should focus the group on the reactions and responses of the students and driver:

For example:

- ❖ The student's and driver's recognition of the strange behavior of the eventual attacker
- ❖ The two distinctly different response of the driver.



SLIDES # 35 – 41 APPLICATION OF THE PRINCIPLES OF THE URASE ON A BUS

Nonlinear Model Applied to the Environment on a Bus

- How could "Early Warning" indicators have prevented an attack?
 - The students waiting to board point out the attacker beside the road and the students boarding the bus note his unusual behavior.

Nonlinear Model Applied to the Environment on a Bus

- Who first noticed the "Early Warning Indicators"?
 - The students discussed the strange guy at the bus stop, that he is acting strange.

Nonlinear Model Applied to the Environment on a Bus

- How did the driver direct students in their "Escape Option"?
 - He directs them verbally and as he engages the "shooter".

Nonlinear Model Applied to the Environment on a Bus

- How did the driver buy time for students to escape?
 - The driver engages the shooter and by doing so provides time for students to execute their escape.

Nonlinear Model Applied to the Environment on a Bus

- How could the driver implement the "Lockdown Option"?
 - By driving away or by securing the door prior to the "attacker" entering the bus.

Nonlinear Model Applied to the Environment on a Bus

- What weapons could the driver use in the "Fight Option"?
 - Fire extinguisher, book bag, log book, etc.



Nonlinear Model Applied to the Environment on a Bus

- What action did the driver take engaging the "shooter" to facilitate students transitioning to the "Escape Option"?
 - The driver applies breaks, swerves (to provide time) and as he engages the "shooter," he directs students off the bus.

These slide should help direct participants in identifying the URASE principles demonstrated on a bus!



SLIDE # 42 ARRIVAL OF LAW ENFORCEMENT

A presentation slide with a dark blue background and a light blue title. The title is "Law Enforcement Arrival". Below the title is a list of instructions in white text, each preceded by a small square bullet point. The instructions are: "Law enforcement:", "May arrive out of 'Uniform' or may be in 'Dress Uniform'", "'Plain Clothes' or 'Full Tactical Gear'", "Law Enforcement will:", "Bypass the wounded and be forceful", "You want to appear as nonthreatening as possible!", "Do not reach out to arriving law enforcement", "Keep Hands High and Empty", "If able, be ready to supply information on the shooter.", "Silence the ringer on the phone", "If you are in a secure place, call 911.", "911 Emergency Information Quick Reference Guide:", "Posted on the ISP website", and "All Indiana counties have texting capability, but calling is best.".

Law Enforcement Arrival

- Law enforcement:
 - May arrive out of "Uniform" or may be in "Dress Uniform"
 - "Plain Clothes" or "Full Tactical Gear"
- Law Enforcement will:
 - Bypass the wounded and be forceful
- You want to appear as nonthreatening as possible!
 - Do not reach out to arriving law enforcement
 - Keep Hands High and Empty
- If able, be ready to supply information on the shooter.
- Silence the ringer on the phone
- If you are in a secure place, call 911.
- 911 Emergency Information Quick Reference Guide:
 - Posted on the ISP website
 - All Indiana counties have texting capability, but calling is best.

Presenters may wish to stress the fact that “law enforcement” will respond from hundreds of various agencies and locations. With that in mind, they may arrive in a variety of attire. Some will have full uniform or tactical gear, while others may have a vest, campaign hat and a badge. **The point to stress is that all arriving law enforcement will always identify themselves.** As soon as the first law enforcement officer arrives, she/he will go hunting the attacker or attackers. The strategy was developed as law enforcement studied the “Columbine Assault”.

The first arriving law enforcement officer’s goal will be to take down the attacker. **They will be forceful and always make their identity known.**

If you reach out to arriving law enforcement you may increase the chances of injury to yourself and the responding officer. Keep your hands empty, high and visible. Law enforcement has a split second to identify you as a threat or non-threat. The ISP website has a list prepared by 911 Operators that lists information first responders need and may request with respect to the identifying the shooter (i.e. dress, sex, general weapon type, direction, etc.).

Staying silent may be critical: If making noise is an issue, texting is an option. **While texting is an option, calling is best!** Silencing your phone and leaving a line open are communication options.



SLIDE # 43 – 46 REUNIFICATION CONSIDERATIONS

Reunification Considerations Suggestions to strengthen your program!	Reunification Considerations Suggestions to strengthen your program!
<ul style="list-style-type: none">▪ Establish a Master Guardian Authorization list in advance of a crisis.<ul style="list-style-type: none">▫ Provides information on individuals authorized to pick up students, physician contacts, and special needs.▫ Complete initial list prior to start of school year▫ Update list at least every semester▫ Communicate importance of regular updates to school community via website, orientation, handbooks, etc.▫ May be stored electronically to expedite use in a crisis▫ Proposed list information / authorization card should be review by corporation legal counsel	<ul style="list-style-type: none">▪ Plan "Reunification Sites"<ul style="list-style-type: none">▫ Develop primary and backup sites off campus away from the danger▫ Keep evacuation supplies at both sites▫ Develop MOUs (Memorandums of Understanding) with sites' current owners.▫ Locate Registration Desk at only entry point▫ Locate Reunification Group Site out of line-of-sight of the Registration Desk▫ Locate Exit Door separately from Entry Point
<ul style="list-style-type: none">▪ Develop "Evacuation Kits"<ul style="list-style-type: none">▫ Develop kits with the assistance of EMTs, nursing staff, teachers, administration, LE and the special needs staff.▫ Tailor kits to meet the needs of the individuals you intend to support. (Health Records May be Sealed)▫ Segregate kits by staff responsibilities (teacher, nurses, administrators, etc.)▫ Make kits available to all teachers, administrators, transportation staff, healthcare professionals, food services staff, etc.	<ul style="list-style-type: none">▪ Remember to accommodate <u>students with unique and special needs</u>▪ Ensure Administrators, Teachers, Teacher Assistants, etc. have updated Master Guardian Authorization list information.▪ <i>See ISP website for additional resources</i>

Reunification may seem like a simple process but if individuals do not plan ahead of time for this possibility it can be a significant problem.

It is not unusual for attackers to attempt to unitize backup sites as "secondary attack" sites. If they can collect potential victims (i.e. students, staff, arriving law enforcement, first responders, etc.) in a confined space an IED, weapon assault, etc. may be very effect in producing a mass carnage event.

It is critical to keep medical supplies, nutritional supplies, communication devices, student's personal information, etc. in an easily transportable backup kit. **The corporation physician, school nurse, EMT, law enforcement, special needs staff, etc. all may assist in developing the supplies needed to appropriately support the unique needs of the evacuating population.**

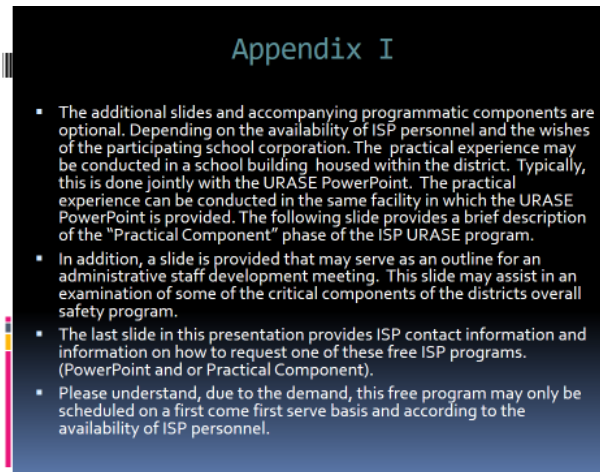


It is critical to match the evacuation kit to the population that you need to support. A **“one size fits all” “evacuation kit”** may not be the best practice for developing these **“evacuation”** kits.

Please see the ISP Home Page for additional “Reunification Resources”!



SLIDE #47 APPENDIX I



The Appendix Section slides are optional. The Appendix Section has three slides. The first slide sets out an outline for the practical exercise conducted by Indiana State Troopers. The exercise is very basic in nature but provides an opportunity for participants to view the URASE principles in a mock "active shooter takedown".

The second Appendix slide sets out sample topics for a "Staff Development" meeting. The Indiana State Police URASE program stands as one component of a "Comprehensive Safety Program". This slide may serve to assist educators in examining their overall safety preparedness.

The last slide provides the contract information for requesting/scheduling the free Indiana State Police "Unarmed Response to an Active Shooter Event" program.



SLIDES # 48 & 49 ACTIVE SHOOTER PRACTICAL EXPERIENCE (OPTIONAL)

Optional: Active Shooter Practical Experience	Optional: Active Shooter Practical Experience
<ul style="list-style-type: none">▪ Live practical drill available for schools<ul style="list-style-type: none">▫ Indiana State trooper acts as mock perpetrator<ul style="list-style-type: none">▪ Enters the school▪ Walks through the building discharging blanks (simulating the taking of victims)▫ After 3 to 5 minutes<ul style="list-style-type: none">▪ Mock response team arrives▪ Proceeds to takedown the shooter.▫ Drill followed by directed discussion▪ Practical experience conducted by ISP Troopers▪ Contact ISP to request demonstration▪ REMEMBER!! TO NOTIFY 911, FIRE DEPT., etc.	<ul style="list-style-type: none">▪ Questions for educators after Demonstration:<ul style="list-style-type: none">▫ Listening to the blanks:<ul style="list-style-type: none">▪ Can you locate the attacker?▪ Can you tell the path the attacker is taking?▪ Do the blanks fired differ greatly from a locker slamming or a book being dropped?▪ How many blanks were fired?▫ Can you describe the smell of the blanks?▫ Were you surprised by the "Fire Alarm" sounding?▫ How long did the event last?▫ Longer or shorter than expected?

IT IS "CRITICAL" TO REMEMBER TO NOTIFY ALL IMPACTED PARTIES PRIOR TO THE EXERCISE: 911, FIRE ALARM COMPANY, FIRE & FIRST RESPONDERS, STAFF, SCHOOL COMMUNITY MEMBERS, ETC.

Again, in the URASE program, a trooper plays the role of an "active shooter". He enters the school and discharges blanks as he walks through the facility. This provides an opportunity for staff to familiarize themselves with the sound, smell, *etc.* of an "active shooter event".

The questions on this slide may be utilized as a guide for educators to familiarize themselves with the sounds and stimuli of an "active shooter event".

"The practical component of the program is provided by the Indiana State Police Troopers!"



SLIDES # 50 – 53 SAMPLE AGENDA FOR A STAFF DEVELOPMENT MEETING

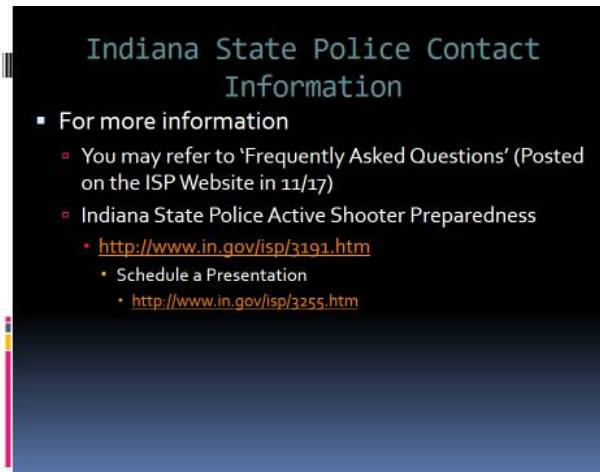
<p>Prevention-Preparedness-Response Examples of Administrative Responsibilities</p> <ul style="list-style-type: none">▪ Immediately, make armed, uniformed & academy trained law enforcement visible on all campuses▪ Secure the perimeter of the campuses and provide the hardware to secure each building perimeter, classroom, safe room, <i>etc.</i> (Develop an access control plan)▪ Empower the staff to sound the alarm and provide the means to do so	<p>Prevention-Preparedness-Response Examples of Administrative Responsibilities</p> <ul style="list-style-type: none">▪ Select, modify, apply a Threat Assessment Tool that meets the unique needs of each campus (<i>i.e.</i> School Community, ECA Area, Board Room, Instructional Area, <i>etc.</i>)▪ Develop a Safety Plan that addresses the risks identified by the Assessment▪ Communicate the Safety Plan to all members of the school community
<p>Prevention-Preparedness-Response Examples of Administrative Responsibilities</p> <ul style="list-style-type: none">▪ Develop an Implementation and Testing Program for the Comprehensive Safety Plan<ul style="list-style-type: none">▫ Include and educate all members of school community in the process▪ Continuously Modify Safety Plans at Each Campus<ul style="list-style-type: none">▫ Base on needs identified by Testing and Training Programs (<i>i.e.</i> Drill Results, Debriefing Reports, <i>etc.</i>)▪ Develop Prevention, Response, Evacuation, Reunification & Recovery Procedures	<p>Prevention-Preparedness-Response Examples of Administrative Responsibilities</p> <ul style="list-style-type: none">▪ Establish Critical Leadership Positions:<ul style="list-style-type: none">▫ Safety Coordinator▫ School Resource Officer▫ Safety Specialist, <i>etc.</i>▪ Create Job Descriptions and Train Each Critical Leader on Their Responsibilities▪ Develop Critical Safety Committees and Train Members on Their Responsibilities<ul style="list-style-type: none">▫ <i>i.e.</i> District/Building Safety Committees, Crisis Management/Intervention Team, <i>etc.</i>

Troopers providing information on the ISP Unarmed Response to an Active Shooter Event program are often asked, “What are some of the basics of a “School Safety Plan?”

This slide does **not represent a complete outline** for a “Comprehensive Safety Program” but may provide a **starting point for administrators** to begin the discussion with staff. This slide may act as a guide for beginning a review of some of the basic concepts that are found in a “Comprehensive School Safety Program”. It does not represent a complete and comprehensive safety review.



SLIDE # 54 INDIANA STATE POLICE CONTACT INFORMATION



This slide provides the contact information for educators to utilize to obtain information on available ISP school safety resources. The URASE program may be scheduled via this site.